

# Applied Art and Design

OCR GCE Unit F150 Decorative imagery

Unit Recording Sheet

Please read the instructions printed at the end of this form. <b>One</b> of these sheets, suitably completed, should be attached to the assessed work of <b>each</b> candidate.								
<b>Unit Title</b>	Decorative imagery		<b>Unit Code</b>	F150	<b>Session</b>		<b>Year</b>	
<b>Centre Name</b>					<b>Centre Number</b>			
<b>Candidate Name</b>					<b>Candidate Number</b>			
<b>Deadline Date Given</b>				<b>Actual Submission Date</b>				
<b>Teacher Comments:</b>							<b>Date</b>	
<b>Marks Summary</b>	<b>AO1</b>		<b>AO2</b>		<b>AO3</b>		<b>Total Mark</b>	
If this work is a re-sit, please tick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Session and Year of previous submission				
Location(s)/description of additional work added since previous submission:								
Please tick to indicate this work has been standardised internally, <b>whether or not it is a resubmission</b>								<input type="checkbox"/>
<b>What the candidate needs to do:</b> Candidate must produce and present:								
<ul style="list-style-type: none"> <li>evidence which shows research, analysis and development of decorative imagery ideas;</li> <li>one completed outcome which clearly demonstrates their skills and shows their understanding of the principles of decorative imagery and clearly communicates their decorative imagery ideas.</li> </ul>								
<b>AO1 (Knowledge)</b> <b>Applying knowledge and understanding of others' practice:</b> show an understanding of the working methods used by historical and contemporary art and design professionals and their work.			<b>AO2 (Skills)</b> <b>Applying skills, techniques and understanding:</b> develop ideas by applying and reflecting on knowledge, skills and understanding of media, materials, techniques and processes, realising and presenting work appropriate to its context.			<b>AO3 (Analysis)</b> <b>Analysis, synthesis and evaluation:</b> gather, record and analyse relevant information and evidence, make reasoned judgements, present solutions and evaluate own practice.		
<ul style="list-style-type: none"> <li>some ability to collect, organise and use information with guidance is shown;</li> <li>information is recorded and presented though not all may be relevant;</li> <li>limited evidence is provided to support conclusions;</li> <li>partial understanding is shown;</li> <li>some relevant links and connections to others' work are identified;</li> <li>some vocational awareness is shown;</li> </ul>			<ul style="list-style-type: none"> <li>some exploration of ideas and processes is undertaken;</li> <li>some understanding of properties, characteristics, materials, techniques and technologies is shown;</li> <li>some understanding of visual language is shown;</li> <li>some consistency of skills is shown;</li> <li>some awareness of resources is shown;</li> <li>intentions appropriate to the context are realised with guidance;</li> </ul>			<ul style="list-style-type: none"> <li>some value judgements about own work are made and recorded;</li> <li>limited critical understanding is shown;</li> <li>obvious or literal comments are made;</li> <li>limited evidence of ongoing/summative evaluation/monitoring of own work/progress is shown;</li> <li>some comparisons between intentions and outcomes are made but not all comparisons may be relevant or justified;</li> </ul>		
<b>Band 1 Basic (0 - 6)</b>			<b>Band 1 Basic (0 - 8)</b>			<b>Band 1 Basic (0 - 6)</b>		
<i>The quality of written work is basic; structure and style are simplistic. Work contains many significant errors of spelling, punctuation and grammar, which obscure meaning.</i>								

AO1 (Knowledge)		AO2 (Skills)		AO3 (Analysis)	
<ul style="list-style-type: none"> <li>ability to collect, organise and use information with limited guidance is shown;</li> <li>developing understanding of working methods is shown;</li> <li>limited ideas, insights and observations are expressed;</li> <li>relevant information is recorded and presented;</li> <li>limited vocational awareness is shown;</li> <li>increasing connections to others' work are identified;</li> </ul>		<ul style="list-style-type: none"> <li>exploration of ideas and processes is undertaken;</li> <li>increasing understanding of properties, characteristics, materials, techniques and technologies is shown;</li> <li>increasing consistency of skills is shown;</li> <li>increasing understanding of visual language is shown;</li> <li>intentions appropriate to the context are realised with little guidance/support;</li> <li>increasing awareness of appropriate resources is shown;</li> </ul>		<ul style="list-style-type: none"> <li>clear value judgements about own work are made and recorded;</li> <li>developing critical understanding is shown;</li> <li>some original comments are made;</li> <li>clear evidence of ongoing/summative evaluation/monitoring of own work/progress is shown;</li> <li>valid comparisons between intentions and outcomes are made;</li> </ul>	
<b>Band 2 Competent (7 – 12)</b>		<b>Band 2 Competent (9 - 16)</b>		<b>Band 2 Competent (7 – 12)</b>	
<p><i>The quality of written work is generally competent and its meaning is sometimes unclear; work has a basic structure but lacks fluency of style. Some elements of work are fit for purpose but work contains some significant errors of spelling, punctuation and grammar, which sometimes obscure meaning.</i></p>					
<ul style="list-style-type: none"> <li>some independence in investigation is shown;</li> <li>order and purpose in the collection, organisation and use of information is evident;</li> <li>relevant sources are identified;</li> <li>developing personal views of others' work are expressed;</li> <li>increasing vocational awareness is shown;</li> <li>coherent connections to others' work are made;</li> </ul>		<ul style="list-style-type: none"> <li>consistent skill level and control is demonstrated;</li> <li>clear understanding of properties, characteristics, materials, techniques and technologies is shown;</li> <li>understanding of visual language is shown;</li> <li>intentions appropriate to the context are realised with confidence;</li> <li>clear understanding of appropriate resources is shown;</li> </ul>		<ul style="list-style-type: none"> <li>personal views and reasoned judgements are expressed and recorded;</li> <li>coherent explanations showing increasing critical understanding are given;</li> <li>independent responses are given;</li> <li>fitness for purpose is identified and evaluated;</li> <li>new directions for own work are identified;</li> </ul>	
<b>Band 3 Coherent (13 - 18)</b>		<b>Band 3 Coherent (17 - 24)</b>		<b>Band 3 Coherent (13 - 18)</b>	
<p><i>The quality of written work is generally coherent and its meaning is usually clear; work has an appropriate structure and some attempt at a fluent style. Work is generally fit for purpose but contains some errors of spelling, punctuation and grammar.</i></p>					
<ul style="list-style-type: none"> <li>increasing independence in investigation that is organised and increasingly effective is shown;</li> <li>competent analysis of others' work is shown;</li> <li>some depth of understanding in the interpretation is shown;</li> <li>clear vocational awareness is communicated;</li> <li>increasing recognition of connections between own and others' work is clearly shown;</li> </ul>		<ul style="list-style-type: none"> <li>good skill level is shown;</li> <li>good control and appropriate choices are shown;</li> <li>in-depth understanding of visual language is shown;</li> <li>range of investigations is undertaken;</li> <li>intentions appropriate to the context are realised with confidence and originality;</li> <li>good selection and management of resources is shown;</li> </ul>		<ul style="list-style-type: none"> <li>strong personal views supported by well reasoned judgements are expressed and recorded;</li> <li>thorough, clearly expressed explanations are given;</li> <li>original responses are given;</li> <li>innovative solutions are developed;</li> <li>strong analytical skills are shown;</li> </ul>	
<b>Band 4 Confident (19 - 24)</b>		<b>Band 4 Confident (25 - 32)</b>		<b>Band 4 Confident (19 - 24)</b>	
<p><i>The quality of written work is confident, has clear meaning and uses an appropriate structure and style. Work is fit for purpose; it contains a few errors of spelling, punctuation and grammar, but these do not obscure meaning.</i></p>					
<ul style="list-style-type: none"> <li>independent and selective investigation that is well managed, effective and discriminating is shown;</li> <li>perceptive analysis of others' work is shown;</li> <li>innovative interpretation of information is shown;</li> <li>informed vocational awareness is communicated;</li> <li>connections between own and others' work are recognised and evaluated.</li> </ul>		<ul style="list-style-type: none"> <li>developed personal style is shown;</li> <li>thorough understanding of properties and characteristics is shown;</li> <li>extensive range of investigations is undertaken;</li> <li>fluent skill level and high level technical ability is shown;</li> <li>initiative in the selection and management of resources is shown;</li> <li>vocational connections between work methods are shown;</li> <li>intentions appropriate to the context are realised with innovation.</li> </ul>		<ul style="list-style-type: none"> <li>fluent command of visual and critical understanding is shown;</li> <li>independent judgements and responses are made;</li> <li>perceptive analysis of sources is shown;</li> <li>convincing and in-depth account of the influences in their own work is given;</li> <li>discrimination between purposes, meanings and contexts is shown.</li> </ul>	
<b>Band 5 Mature (25 - 30)</b>		<b>Band 5 Mature (33 - 40)</b>		<b>Band 5 Mature (25 - 30)</b>	
<p><i>The quality of written work is mature, enhances meaning and uses a clear structure and fluent style. Work has good spelling, punctuation and grammar.</i></p>					
<b>TOTAL AO1</b>	<b>/30</b>	<b>TOTAL AO2</b>	<b>/40</b>	<b>TOTAL AO3</b>	<b>/30</b>